

Correlation Guide For ELL Proficiency Standards in Listening and Speaking to K-12 Arizona Academic Standards

ELL I

Performance Conditions: Students at this stage comprehend simple statements and questions. They understand the general idea of basic messages and conversations that pertain to common, routine matters. Their interactions are short, face-to-face, informal, and with one person at a time or in small groups. Although students can initiate and respond to basic statements, their speech is largely guided by questions and feedback from the teacher. English learners rely heavily on repetition, gestures, and other nonverbal cues to sustain conversations. Their speech is slow. Communications that students listen to and comprehend are short and include familiar routine words. Context strongly supports their utterances.

Delivery of Oral Communications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> Respond to greetings and leave-taking, with simple words, gestures, and other nonverbal behavior. Use gestures to communicate basic needs (e.g., points toward the door when needing to go to the restroom). Identify by name a few familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (ss) Recite simple, familiar rhymes accurately. (ss) 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p><i>Progression to: LS-R3. Share ideas, information, opinions, and questions.</i></p> <p><i>Progression to: LS-R5. Participate in group discussions.</i></p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>

<p>ELL I</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Use common social greetings and simple repetitive phrases, using isolated words or strings of two- to three-word responses to initiate and respond to greetings, courtesies, and leave-taking (e.g., <i>Hello. How are you? Thank you. You're welcome. See you later.</i>) 2. Use utterances accompanied by gestures to indicate basic needs in social or classroom settings (e.g., says "bathroom" while pointing toward the door). 3. Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (ss) 4. Recite simple, familiar rhymes and songs, using expressive phrasing and intonation. (ss) 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>Progression to: LS-R3. <i>Share ideas, information, opinions, and questions.</i></p> <p>Progression to: LS-R5. <i>Participate in group discussions.</i></p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Respond to and initiate greetings, courtesies, and leave-taking, and provide basic personal information (e.g., name, address, age) related to the context of the conversation, using key words and short phrases. 2. Communicate in a limited way some basic immediate personal and survival needs, using key words and short phrases (e.g., <i>I'm hungry</i>). 3. Identify by name many familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (ss) 4. Recite familiar rhymes and songs, using clear and audible phrasing and intonation. (ss) 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R3. <i>Share ideas, information, opinions, and questions.</i></p> <p>LS-R5. <i>Participate in group discussions.</i></p> <p>LS-R3. <i>Share ideas, information, opinions, and questions.</i></p> <p>Progression to: LS-R3. <i>Share ideas, information, opinions, and questions.</i></p> <p>(no correlation)</p>

<p>ELL I</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Respond to most social interactions, including introducing self, asking about another person, and answering questions about personal information, using key words, phrases, and some simple sentences. 2. Communicate immediate personal and survival needs, using key words, phrases, and some simple sentences. 3. Identify by name most familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (ss) 4. Recite rhymes, songs, and poems, using key words, phrases, and simple sentences. (ss) 5. Retell simple stories, including some detail. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R3. Share ideas, information, opinions, and questions. LS-R5. Participate in group discussions.</p> <p>LS-R3. Share ideas, information, opinions, and questions.</p> <p>Progression to: LS-R3. Share ideas, information, opinions, and questions.</p> <p>(no correlation)</p> <p>LS-R1. Tell or retell a personal experience or creative story in a logical sequence.</p>
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<p>ELL I</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and answering questions regarding personal information, using phrases and simple sentences. 2. Communicate immediate and future personal and survival needs, using phrases and simple sentences. 3. Describe familiar objects, people, and events using both general and more specific words and phrases. (s) (ss) 4. Recite rhymes, songs, and poems, using expressive wording and phrasing. (ss) 5. Retell simple stories, placing events in sequence. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R3. Share ideas, information, opinions, and questions. LS-R5. Participate in group discussions.</p> <p>LS-R3. Share ideas, information, opinions, and questions.</p> <p>LS-R3. Share ideas, information, opinions, and questions.</p> <p>(no correlation)</p> <p>LS-R1. Tell or retell a personal experience or creative story in a logical sequence.</p>
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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard
<u>Standard:</u> <i>The student will identify and apply conventions of standard English in his or her communications.</i>	Beginning 1. Speak in isolated words (usually a single noun or verb), depending heavily on gestures to express meaning.	(no correlation)
	Early Intermediate 1. Speak in isolated words or strings of two to three words, depending on gestures to express meaning.	(no correlation)
	Intermediate 1. Speak in short patterns of words and phrases with habitual errors that sometimes impede communication.	(no correlation)
	Early Advanced 1. Speak in short phrases and simple sentences, with some errors, although the errors do not impede communication.	(no correlation)

<p>ELL I</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Speak in short phrases and simple sentences, using the following English grammatical structures and linguistic forms with occasional errors: <ul style="list-style-type: none"> ▪ verb tenses: present tense (including “to be”), past tense, and future tense; ▪ subject-verb agreement; and ▪ adjectives. 	<p>(no correlation)</p>
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Comprehension of Oral Communications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Respond to stories dramatized or read aloud, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures. (ss) [Repeated in Reading Comprehension] 2. Arrange a series of familiar pictures in sequence. (s) (m) (ss) 3. Follow simple one-word written directions for classroom activities that are accompanied by picture cues. 4. Comprehend a limited number of common words and simple phrases in conversations held on topics of personal relevance (e.g., basic greetings, leave-taking and courtesies), when spoken slowly and with extensive rephrasing, repetitions, and contextual clues. 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p><i>Progression to: LS-R4. Listen and respond to stories, poems, and nonfiction.</i></p> <p><i>Progression to: LS-R1. Tell or retell a personal experience or creative story in a logical sequence.</i></p> <p><i>Progression to: LS-R2. Follow simple directions.</i></p> <p>(no correlation)</p>

<p>ELL I</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Respond orally to stories dramatized or read aloud by answering simple questions using isolated words or strings of two- to three-word responses. (ss) [Repeated in Reading Comprehension] 2. Arrange a series of familiar pictures in sequence and occasionally use key words and physical actions. (s) (m) (ss) 3. Follow simple one-step (two to three words) oral directions for classroom activities that are accompanied by picture cues. (s) (m) 4. Comprehend a few common words and simple phrases in conversations on topics of personal relevance (e.g., social courtesies, basic needs), when spoken slowly with frequent rephrasing, repetitions, and contextual clues. 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p><i>Progression to: LS-R4. Listen and respond to stories, poems, and nonfiction.</i></p> <p><i>Progression to: LS-R1. Tell or retell a personal experience or creative story in a logical sequence.</i></p> <p><i>Progression to: LS-R2. Follow simple directions.</i></p> <p>(no correlation)</p>
	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Respond orally to stories dramatized or read aloud by answering factual comprehension questions, using short patterns of words and phrases. (ss) [Repeated in Reading Comprehension] 2. Arrange a series of pictures in sequence and use key words and physical actions. (s) (m) (ss) 3. Follow simple one- to two-step (two to five words) oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) 4. Comprehend some words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities), when spoken slowly with some rephrasing, repetitions, and contextual clues. 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R4. Listen and respond to stories, poems, and nonfiction.</p> <p>LS-R1. Tell or retell a personal experience or creative story in a logical sequence.</p> <p>LS-R2. Follow simple directions.</p> <p>(no correlation)</p>

<p>ELL I</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Respond orally to stories read aloud by answering factual comprehension questions using key words, short phrases, and some simple sentences. (ss) [Repeated in Reading Comprehension] 2. Identify basic sequences of events in stories read aloud. (s) (m) (ss) 3. Follow short two- to three-step oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) 4. Comprehend many words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities), when spoken slowly with some rephrasing, repetitions, and contextual clues. 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R4. Listen and respond to stories, poems, and nonfiction.</p> <p>LS-R1. Tell or retell a personal experience or creative story in a logical sequence.</p> <p>LS-R2. Follow simple directions.</p> <p>(no correlation)</p>
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<p>ELL I</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Respond orally to stories read aloud by identifying the characters, setting, and key events of stories read aloud, using key words, short phrases, and simple sentences. (ss) 2. Retell simple stories, placing events in sequence. (s) (m) (ss) 3. Follow short multiple-step oral directions for classroom and other activities in the presence of gestures and clear contextual clues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) 4. Comprehend a wide-ranging number of words, phrases, and sentences in sustained conversations on topics of personal relevance, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues. 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R4. Listen and respond to stories, poems, and nonfiction.</p> <p>LS-R1. Tell or retell a personal experience or creative story in a logical sequence.</p> <p>LS-R2. Follow simple directions.</p> <p>(no correlation)</p>
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ELL II

Performance Conditions: English learners at this stage of proficiency comprehend basic vocabulary and grammatical structures in face-to-face conversations with one person at a time or in a familiar supportive group. Topics are familiar and about common routine matters. Listening communications are short monologues and dialogues on familiar routine topics delivered at a slow-to-normal rate. Students rely on repetition, gestures, and other nonverbal cues to sustain conversations. Their speech is guided by specific questions when necessary. Students use word order accurately in simple sentences but make errors when using more complex patterns. They use the more common verb tense forms (present, past, and future) consistently, but sometimes make errors in tense formation and proper selection of verbs. English learners are able to express some details and nuances by using appropriate modifiers. Their speech rate is slow to normal.

Delivery of Oral Communications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> Respond to and initiate greetings, courtesies, and leave-taking, and provide basic personal information (e.g., name, address, age) related to the context of the conversation, using key words and short phrases. Communicate immediate personal and survival needs, using key words and short phrases. Identify by name many familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (m) (ss) Recite familiar rhymes and songs, with clear and audible phrasing and intonation. (ss) Retell simple stories, including some detail. (s) (m) (ss) Contribute to classroom and small group academic discussions by asking and answering simple questions. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R3. Share ideas, information, opinions, and questions. LS-R5. Participate in group discussions.</p> <p>LS-R3. Share ideas, information, opinions, and questions.</p> <p>Progression to: LS-R3. Share ideas, information, opinions, and questions.</p> <p>(no correlation)</p> <p>LS-R1. Tell or retell a personal experience or creative story in a logical sequence.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>Progression to: LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p>

<p>ELL II</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Respond appropriately to most social interactions, including introducing self, asking about another person, and answering questions about personal information, using key words, phrases, and some simple sentences. 2. Communicate immediate personal and survival needs, using key words phrases, and some simple sentences. 3. Identify by name most familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (m) (ss) 4. Recite rhymes, songs, and poems, using key words, phrases, and simple sentences. (ss) 5. Retell a simple story, placing events in sequence. (s) (m) (ss) 6. Contribute to classroom and small group academic discussions by asking and answering questions and expressing abilities, using key words phrases, and some simple sentences. (s) (m) (ss) 7. Issue two- to three-word basic, routine directions and commands in a manner that the listener can follow, although meaning may be conveyed by gestures. (s) (m) 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R3. Share ideas, information, opinions, and questions. LS-R5. Participate in group discussions.</p> <p>LS-R3. Share ideas, information, opinions, and questions.</p> <p><i>Progression to: LS-R3. Share ideas, information, opinions, and questions.</i></p> <p>(no correlation)</p> <p>LS-R1. Tell or retell a personal experience or creative story in a logical sequence.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p><i>Progression to: LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</i></p> <p><i>Progression to: LS-F2. Give and follow multiple-step directions.</i></p>
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<p>ELL II</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and responding to detailed questions regarding personal information, using phrases and/or simple sentences. 2. Role-play a short telephone conversation with another person, using English in socially and culturally appropriate ways. 3. Describe familiar objects, people, and events in some detail, using both general and more specific words and phrases. (s) (m) (ss) 4. Recite rhymes, songs, and poems, using expressive wording and phrasing. (ss) 5. Retell simple stories, placing events in sequence and including details about the events, characters, and setting. (s) (m) (ss) 6. Contribute to classroom and small group academic discussions by asking and answering questions and attracting needed attention to a situation (e.g., <i>Help me, please; Excuse me; Please repeat that; Is this correct?</i>), using phrases and simple sentences. (s) (m) (ss) 7. Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning. (s) (m) 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten) LS-R3. Share ideas, information, opinions, and questions. LS-R5. Participate in group discussions.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3) <i>Progression to: LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</i></p> <p>(no correlation)</p> <p>Standard 3: Listening and Speaking Readiness (Kindergarten) LS-R3. Share ideas, information, opinions, and questions.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3) <i>Progression to: LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</i></p> <p>(no correlation)</p> <p>LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts, or opinions for a variety of speaking purposes, such as giving directions, relating personal experiences, telling a story, or presenting a report.</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p><i>Progression to: LS-F2. Give and follow multiple-step directions.</i></p>
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<p>ELL II</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Participate in short, routine social conversations held in pairs or in small groups in which he or she exchanges personal information and discusses personal experiences, abilities, and needs, using simple and more complex sentences in socially and culturally appropriate ways. 2. Role-play a longer telephone conversation where more than one issue is discussed with another person, using English in socially and culturally appropriate ways. 3. Describe immediate surroundings in some detail, such as in the classroom, school, or home. (s) 4. Recite poems or brief dramatic dialogues, using clear diction, volume, and phrasing. (ss) 5. Retell stories, using basic story grammar, sequencing story events by answering who, what, where, when, how and why questions. (ss) 6. Contribute to classroom and small group academic discussions by asking and answering questions, and making comparisons (e.g., stating similarities and differences in objects, people, and events), using simple and more complex sentences. (s) (m) (ss) 7. Issue one- to two-step routine directions in a manner that the listener can follow. (s) (m) 	<p>Standard 3: Listening and Speaking Foundations (Grade 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>(no correlation)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>Progression to: LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts, or opinions for a variety of speaking purposes, such as giving directions, relating personal experiences, telling a story, or presenting a report.</p> <p>LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts, or opinions for a variety of speaking purposes, such as giving directions, relating personal experiences, telling a story, or presenting a report.</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>LS-F2. Give and follow multiple-step directions.</p>
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<p>ELL II</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Participate in social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; and describes common events and routines, using simple and more complex sentences in socially and culturally appropriate ways. (s) (ss) 2. Role-play a longer telephone conversation where several issues are discussed with another person, using English in socially and culturally appropriate ways. 3. Ask and respond to questions about various attributes (e.g., size color, shape, physical characteristics) of people, objects, events, and situations. (s) (m) (ss) 4. Present dramatic interpretations of experiences, stories, poems, or plays, using clear diction, volume, and phrasing. (ss) 5. Relate an experience or creative story in logical sequence, maintaining focus on the topic and using clear enunciation. (s) (ss) 6. Contribute to classroom and small group academic discussions by asking and answering questions, making comparisons, and agreeing and disagreeing with others, using simple and complex sentences. (s) (m) (ss) 7. Issue two- to three-step routine directions in a manner that the listener can follow. (s) (m) 	<p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>(no correlation)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts, or opinions for a variety of speaking purposes, such as giving directions, relating personal experiences, telling a story, or presenting a report.</p> <p>LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts, or opinions for a variety of speaking purposes, such as giving directions, relating personal experiences, telling a story, or presenting a report.</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>LS-F2. Give and follow multiple-step directions.</p>
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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>Beginning</p> <p>1. Use present and past verb tenses, with some errors.</p>	<p>(no correlation)</p>
	<p>Early Intermediate</p> <p>1. Use present and past verb tenses, including the verb “to be,” with some errors.</p> <p>2. Use nouns and verbs in simple sentences, with some errors.</p>	<p>(no correlation)</p> <p>(no correlation)</p>

ELL II Standard English Conventions (continued)	Intermediate	
	1. Use various verb tenses, with some errors, including present, past, and future tenses.	(no correlation)
	2. Use nouns, verbs, and adjectives in simple sentences, with some errors.	(no correlation)
	3. Use, with some errors, basic subject-verb agreement in simple sentences.	(no correlation)
	Early Advanced	
	1. Use various verb tenses, with some errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	(no correlation)
	2. Use nouns, personal pronouns (subjective, objective, and possessive), verbs, and adjectives in simple sentences, with some errors.	(no correlation)
	3. Use, with few errors, basic subject-verb agreement in simple sentences.	(no correlation)
	Advanced	
	1. Use various verb tenses, with few errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	(no correlation)
	2. Use nouns, personal pronouns, verbs, and adjectives in simple sentences, with few errors.	(no correlation)
	3. Use consistently subject-verb agreement in simple sentences.	(no correlation)

Comprehension of Oral Communications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Respond orally to stories dramatized or read aloud by answering factual comprehension questions, using short patterns of words and phrases. (ss) 2. Follow simple one- to two-step (two to five words) oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) 3. Comprehend many words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities), when spoken slowly with some rephrasing, repetitions, and contextual clues. 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R4. Listen and respond to stories, poems, and nonfiction.</p> <p>LS-R2. Follow simple directions.</p> <p>(no correlation)</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Respond orally to stories read aloud by answering factual comprehension questions, using key words, short phrases, and some simple sentences. (ss) 2. Follow short two- to three-step oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) 3. Comprehend a wide-ranging number of words, phrases, and sentences in sustained conversations on topics of personal relevance, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues. 	<p>Standard 3: Listening and Speaking Readiness (Kindergarten)</p> <p>LS-R4. Listen and respond to stories, poems, and nonfiction.</p> <p>LS-R2. Follow simple directions.</p> <p>(no correlation)</p>

<p>ELL II</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Respond orally to stories read aloud by identifying the characters, setting, and key events, using key words, short phrases, and simple sentences. (ss) 2. Follow short multiple-step oral directions for classroom and other activities in the presence of gestures and clear contextual clues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m) 3. Comprehend a range of expressions used to request personal details, direct classroom activities, identify people, objects, and events, and ask for/grant permission, when spoken slowly with some rephrasing, repetitions, and contextual clues. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>(no correlation)</p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Respond orally to stories read aloud by identifying key details and placing events in sequence, using accurate and somewhat varied vocabulary. (s) (ss) 2. Follow multiple-step oral directions related to the position of one's movement in space, including positive and negative commands. (s) (m) (ss) 3. Follow short predictable discourse on familiar matters, including personal experiences, abilities, and needs with some rephrasing, repetitions, and contextual clues. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>(no correlation)</p>

<p>ELL II</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Respond orally to read-aloud stories, poems, and informational text by identifying key details and specific facts, using accurate, natural, and varied vocabulary. (s) (ss) 2. Follow multiple-step directions related to the position, frequency, and duration of one's movements in space, including positive and negative commands. (s) (m) (ss) 3. Follow short predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; and invitations and apologies, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>(no correlation)</p>
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ELL III

Performance Conditions: Students at this stage of proficiency comprehend short conversations and interactions that are face-to-face with one person at a time or in small groups. The context of the conversations is familiar or clear and predictable. English learners at this stage initiate and sustain conversations, although they often speak with hesitation and rely on known vocabulary. Extended communications typically consist of a series of short, familiar structures. They rely on repetition, gestures, and other nonverbal cues to sustain conversations. Their speech rate is slow to normal. Circumstances of the oral communications range from informal to more formal occasions, and audiences consist of small, familiar groups. Listening communications consist of moderately short monologues and dialogues on familiar, routine topics that are face-to-face, or video- or audio-mediated at a slow-to-normal rate.

Delivery of Oral Communications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and responding to detailed questions regarding personal information, using phrases and/or simple sentences. (s) (m) (ss) 2. Interact with adults and peers in formal and informal settings, using English in socially and culturally appropriate ways. 3. Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using words and phrases. (s) (m) (ss) 4. Contribute to classroom and small group academic discussions by asking and answering questions and attracting needed attention to a situation (e.g., <i>Help me, please; Excuse me</i>), using phrases and simple sentences. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p><i>Progression to: LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</i></p> <p>(no correlation)</p> <p>Standard 3: Listening and Speaking Essentials (Grade 4-8)</p> <p><i>Progression to: LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</i></p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p>

<p>ELL III</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Beginning cont.</p> <ol style="list-style-type: none"> Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning. (s) (m) Relate simple stories or events about routine activities, using sequential organization and accurate, but limited, vocabulary. (s) (m) 	<p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p><i>Progression to: LS-F2. Give and follow multiple-step directions.</i></p> <p>LS-F3. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts, or opinions for a variety of speaking purposes, such as giving directions, relating personal experiences, telling a story, or presenting a report.</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> Participate in short routine social conversations held in pairs or in small groups in which he or she exchanges personal information and discusses personal experiences, abilities, and needs, using simple and more complex sentences that show some evidence of connected discourse (e.g., the use of words such as <i>and, but, first, next, then, because, however, therefore</i>). (s) (m) (ss) Role-play a telephone conversation with another person discussing several issues, using English in socially and culturally appropriate ways. Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using words, phrases and simple sentences. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Foundations (Grade 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>(no correlation)</p> <p>Standard 3: Listening and Speaking Essentials (Grade 4-8)</p> <p><i>Progression to: LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</i></p>

<p>ELL III</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <ol style="list-style-type: none"> Contribute to classroom and small group academic discussions by asking and answering questions, and making comparisons (e.g., stating similarities and differences in objects, people, and events), using simple and more complex sentences. (s) (m) (ss) Issue one- to two-step routine directions in a manner that the listener can follow. (s) (m) Present personal narrative about events or activities of interest that includes an introduction, some development, and a conclusion that listeners can follow, using accurate, but ordinary, and somewhat limited vocabulary. (s) (m) 	<p>Standard 3: Listening and Speaking Foundations (Grade 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>Standard 3: Listening and Speaking Essentials (Grade 4-8)</p> <p><i>Progression to: LS-E1. Prepare and deliver an organized speech, and effectively convey the message through verbal and nonverbal communications with a specific audience.</i></p>
	<p>Intermediate</p> <ol style="list-style-type: none"> Participate in social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; and describes common events and routines, using phrases, clauses, and sentences in correct and meaningful patterns. (s) (m) (ss) Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means. Ask and respond to instructional questions on the content presented (e.g., <i>What part of the story was more important?</i>), using key words, phrases, and sentences. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Foundations (Grade 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>(no correlation)</p> <p>Standard 3: Listening and Speaking Essentials (Grade 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p>

<p>ELL III</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Intermediate cont.</p> <ol style="list-style-type: none"> Contribute to classroom and small group academic discussions by asking and answering questions, agreeing and disagreeing with others, and making comparisons, using simple and complex sentences. (s) (m) (ss) Issue multiple-step routine directions and instructions in a manner that the listener can follow. (s) (m) Present personal narratives about ideas, events, or activities of interest, using logical organization and accurate and somewhat varied vocabulary. (s) (m) 	<p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>Standard 3: Listening and Speaking Foundations (Grade 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>Standard 3: Listening and Speaking Essentials (Grade 4-8)</p> <p>LS-E1. Prepare and deliver an organized speech, and effectively convey the message through verbal and nonverbal communications with a specific audience.</p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> Participate in extended social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; asks for and grants permission; and describes common events and routines, using simple and more complex sentences in coherent, connected discourse. (s) (m) (ss) Give and receive compliments, show gratitude, apologize, and express various emotions in socially and culturally appropriate ways through verbal and nonverbal means. Ask and respond to instructional questions on the content presented (e.g., <i>What part of the story was more important?</i>), using more extensive descriptive comments. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grade 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>(no correlation)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p>

<p>ELL III</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Early Advanced cont.</p> <ol style="list-style-type: none"> Contribute to classroom and small group academic discussions by giving suggestions, describing events, expressing possibilities and probabilities, and using another means of expression (e.g., synonyms, circumlocution), using accurate and varied vocabulary and sentence structures. (s) (m) (ss) Issue multiple-step routine directions and instructions in a manner that the listener can follow, including basic references to time, location, and movement. (s) (m) (ss) Prepare and deliver a short oral report in a content area that effectively conveys the information in connected discourse, using accurate and varied vocabulary. (s) (m) 	<p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p>
	<p>Advanced</p> <ol style="list-style-type: none"> Participate in extended social conversations held in pairs or in small groups in which he or she responds to a range of personal questions; gives invitations and apologies; asks for and gives advice, permission, suggestions, and reminders; and describes common events and routines, using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss) Determine appropriate topics for interaction given the audience and setting, including when it is appropriate to tell a joke. 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>(no correlation)</p>

<p>ELL III</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Advanced cont.</p> <ol style="list-style-type: none"> 3. Ask and respond to instructional questions on the content presented (e.g., <i>How do the events of this story relate to your experiences?</i>), using an extended explanation. (s) (m) (ss) 4. Contribute to classroom and small group academic discussions by giving suggestions, describing events, expressing possibilities and probabilities, posing hypotheticals, and using another means of expression (e.g., synonyms, circumlocution), using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss) 5. Give clear multiple-step instructions to carry out a familiar process. (s) (m) 6. Prepare and deliver a short oral report in a content area that effectively conveys the information through verbal and nonverbal communications in connected discourse, using accurate, natural, and varied vocabulary. (s) (m) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p>
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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Use various verb tenses, with few errors, including present, past, and future tenses. 2. Use basic subject-verb agreement in simple sentences, with some errors. 3. Use nouns, verbs, and adjectives in simple sentences, with some errors. 4. Speak in complete sentences. 	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Use various verb tenses, with some errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries. 2. Use basic subject-verb agreement in simple sentences, with few errors. 3. Use nouns, verbs, and adjectives in simple sentences, with few errors. 4. Speak in complete sentences and identify differences between complete and incomplete sentences. 	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>

<p>ELL III</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Use various verb tenses, with few errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries. 2. Use basic subject-verb agreement in simple sentences, with few errors, and in compound sentences, with several errors. 3. Use nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences, with some errors. 4. Speak in complete sentences and make corrections to incomplete sentences. 	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Use various verb tenses, with some errors, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past. 2. Use subject-verb agreement in simple sentences, with few errors, and in compound sentences, with some errors. 3. Use nouns, verbs, personal pronouns, adjectives, and conjunctions in simple sentences, with few errors. 4. Speak in complete sentences and identify differences between colloquial and more formal language. 	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>

<p>ELL III</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Use various verb tenses, with few errors, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past. 2. Use subject-verb agreement in simple and compound sentences, with few errors. 3. Use nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences, with few errors. 4. Speak in complete sentences and move between colloquial and more formal language, with some ease. 	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
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Comprehension of Oral Communications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Respond orally to stories read aloud by identifying the characters, setting, and key events, using key words, short phrases, and simple sentences. (ss) 2. Follow short multiple-step oral directions for classroom and other activities in the presence of gestures and clear contextual clues. (s) (m) 3. Comprehend a range of expressions used to request personal details; direct classroom activities; identify people, objects, and events; and ask for and grant permission, when spoken slowly, with some rephrasing, repetitions, and contextual clues. (s) (m) (ss) 4. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Respond orally to stories read aloud by identifying key details and placing events in sequence, using accurate and somewhat varied vocabulary. (s) (ss) 2. Follow multiple-step directions related to the position, frequency, and duration of one's movements in space. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>LS-F2. Give and follow multiple-step directions.</p>

<p>ELL III</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <ol style="list-style-type: none"> Follow short predictable discourse on familiar matters, including personal experiences, abilities, and needs, with some rephrasing, repetitions, and contextual clues. (s) (m) (ss) Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p><i>Progression to: LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</i></p> <p>(no correlation)</p>
	<p>Intermediate</p> <ol style="list-style-type: none"> Respond orally to stories read aloud by identifying key details and placing events in sequence, using accurate and somewhat varied vocabulary. (s) (m) (ss) Follow multiple-step oral directions related to the position of one's movement in space, including positive and negative commands. (s) (m) Follow short predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; and invitations and apologies, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues. (s) (m) (ss) Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>(no correlation)</p>

<p>ELL III</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Identify factual details, key words, and expressions, and the overall gist of read-aloud stories and content area presentations with contextual support (e.g., graphic organizers, posters, diagrams), with repetitions, rephrasing, and clarifications. (s) (m) (ss) 2. Follow multiple-step instructions (four or more steps) for familiar processes or procedures. (s) (m) (ss) 3. Follow extended predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; and invitations and apologies, when spoken at a normal rate. (s) (m) (ss) 4. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>(no correlation)</p>
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<p>ELL III</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Identify the purpose, main ideas, supporting details, and key words and expressions of read-aloud stories and content area presentations with repetitions, rephrasing, and clarifications. (s) (m) (ss) 2. Follow multiple-step instructions (six or more steps) for familiar processes or procedures. (s) (m) 3. Follow extended predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; invitations and apologies; and problems and situations, when spoken at a normal rate with some rephrasing, and contextual clues. (s) (m) (ss) 4. Comprehend all content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>(no correlation)</p>
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ELL IV

Performance Conditions: English learners at this stage of proficiency comprehend standard speech (with some repetition and rewording) delivered in most settings, including small and large academic groups. They are able to comprehend the main ideas and relevant details of extended discussions or presentations on a broad variety of general interest topics and technical discourse, including those discourses that require some level of inference. Students can comprehend subtleties and detect affective undertones in spoken language. They draw on a wide range of language forms, vocabulary, and idioms, and they can engage in extended conversations on a broad range of topics. English learners have mastered basic sentence structure and verb tenses but may have some difficulty with more complex structures. Their rate of speech is at a normal-to-fast rate.

Delivery of Oral Communications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Participate in social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; and describes common events and routines, using simple and more complex sentences that show some evidence of connected discourse (e.g., the use of words such as <i>and, but, first, next, then, because, however, therefore</i>). (s) (m) (ss) 2. Ask and respond to instructional questions on the content presented (e.g., <i>What part of the story was more important?</i>), using key words, phrases, and sentences. (s) (m) (ss) 3. Contribute to classroom and small group academic discussions by asking and answering questions, agreeing and disagreeing with others, and making comparisons, using simple and complex sentences. (s) (m) (ss) 4. Issue multiple-step routine directions and instructions in a manner that the listener can follow. (s) (m) (ss) 5. Determine appropriate topics and the appropriate degrees of formality given the audience and setting, including when it is appropriate to tell a joke. 	<p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information.</p> <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p><i>Progression to: LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</i></p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>(no correlation)</p>

<p>ELL IV</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Beginning cont.</p> <p>6. Present personal narratives about ideas, events, or activities of interest, using logical organization and accurate and somewhat varied vocabulary. (s) (ss)</p>	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p>
	<p>Early Intermediate</p> <p>1. Participate in extended social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; asks for and grants permission; and describes common events and routines, using simple and more complex sentences in coherent, connected discourse. (s) (m) (ss)</p> <p>2. Ask and respond to instructional questions on the content presented (e.g., <i>What part of the story was more important?</i>), using more extensive descriptive comments. (s) (m) (ss)</p> <p>3. Contribute to classroom and academic discussions by giving suggestions, describing events, expressing possibilities and probabilities, and using another means of expression (e.g., synonyms, circumlocution), using accurate and varied vocabulary and sentence structures. (s) (m) (ss)</p> <p>4. Issue multiple-step routine directions and instructions in a manner that the listener can follow, including basic references to time, location, and movement. (s) (m) (ss)</p> <p>5. Recognize and use appropriate verbal and nonverbal behavior given the audience and setting, including whether to use standard English and/or vernacular dialects.</p>	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>(no correlation)</p>

<p>ELL IV</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Early Intermediate cont.</p> <p>6. Prepare and deliver a short oral report in a content area that effectively conveys the information in connected discourse, using accurate and varied vocabulary. (s) (ss)</p>	<p>Standard 3: Listening and Speaking Essentials (Grades 4--8)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p>
	<p>Intermediate</p> <p>1. Participate in extended social conversations held in pairs or in small groups in which he or she responds to a range of personal questions; gives invitations and apologies; asks for and gives advice, permission, suggestions, and reminders; and describes common events and routines, using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)</p> <p>2. Ask and respond to instructional questions on the content presented (e.g., <i>How do the events of this story relate to your experiences?</i>), using an extended explanation. (s) (m) (ss)</p> <p>3. Contribute to classroom and academic discussions by giving suggestions; describing events; expressing intentions, possibilities, and probabilities; posing hypotheticals; and using another means of expression (e.g., synonyms, circumlocution), using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)</p> <p>4. Give clear multiple-step instructions to carry out a familiar process. (s) (m)</p> <p>5. Express sympathy, empathy, and gratitude in socially and culturally appropriate ways through verbal and nonverbal means.</p>	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>(no correlation)</p>

<p>ELL IV</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>6. Prepare and deliver a short oral report in a content area that effectively conveys the information through verbal and nonverbal communications in connected discourse, using accurate, natural, and varied vocabulary. (s) (ss)</p>	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p>
	<p>Early Advanced</p> <p>1. Open, develop, and close extended social conversations held in pairs or in groups in which he or she asks and responds to a range of personal questions, expresses feelings (e.g., sympathy, empathy, gratitude, certainty, doubt), and reports to and informs others about various situations and events, using accurate, purposeful, and varied vocabulary and sentence structures. (s) (ss)</p> <p>2. Initiate questions in order to analyze and compare information for decision-making. (s) (m) (ss)</p> <p>3. Contribute to classroom and academic discussions by making predictions, summarizing or reporting on situations, and drawing inferences, using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)</p> <p>4. Give the sequence of steps in spoken directions, using clear reference and precise vocabulary. (s) (ss)</p> <p>5. Respond to and express humor in socially and culturally appropriate ways through verbal and nonverbal means.</p> <p>6. Prepare and deliver oral reports using a logical organization and explicit connectors (e.g., <i>first</i>, <i>next</i>, <i>finally</i>) when making presentations in a content area (e.g., explaining scientific or historical conclusions), using purposeful and varied vocabulary. (s) (ss)</p>	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p>

<p>ELL IV</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Open, develop, and close extended social conversations in which he or she asks and responds to a range of personal questions, expresses feelings (e.g., sympathy, empathy, gratitude, certainty, doubt), reports to and informs others about various situations and problems, and summarizes events, using accurate, precise, and varied vocabulary and sentence structures. (s) (ss) 2. Respond to questions to clarify and confirm the accuracy of information needed for decision-making. (s) (m) (ss) 3. Initiate and sustain classroom and academic discussions by making predictions, summarizing or reporting on situations, and drawing inferences, using a variety of strategies to keep the discussion on track and on topic. (s) (m) (ss) 4. Give the sequence of steps in an extended set of spoken directions, using clear reference and precise vocabulary. (s) (m) 5. Respond to and use idiomatic speech appropriately. 6. Prepare and deliver oral reports in a content area (e.g., defending scientific or historical theories and ideas) that express main ideas and provide detailed descriptions and explanations, using accurate, natural, and varied vocabulary. (s) (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>(no correlation)</p> <p>(no correlation)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience. LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p>
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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will identify and apply conventions of standard English in his or her communications.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Use various verb tenses, with some errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries. 2. Use nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences, with some errors. 3. Use basic subject-verb agreement in simple sentences, with few errors, and in compound sentences, with several errors. 	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Use various verb tenses, with some errors, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past. 2. Use nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences, with few errors. 3. Use basic subject-verb agreement in simple sentences, with few errors, and in compound sentences, with some errors. 	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>

<p>ELL IV</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Use various verb tenses, with few errors, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past. 2. Use nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences, with some errors. 3. Use subject-verb agreement in simple and compound sentences, with few errors. 	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Use various verb tenses, with some errors, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs. 2. Use nouns, action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences, with some errors. 3. Use subject-verb agreement in compound sentences and employ correct word order in sentences, with few errors. 	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>

<p>ELL IV</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Use various verb tenses, with few errors, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs. 2. Use nouns, action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences, with few errors. 3. Use subject-verb agreement in compound and complex sentences and employ correct word order, with few errors. 	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
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Comprehension of Oral Communications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Identify factual details, key words, and expressions, and the overall gist of read-aloud stories and content area presentations, with contextual support (e.g., graphic organizers, posters, diagrams), with repetitions, rephrasing, and clarifications. (s) (m) (ss) 2. Follow multiple-step instructions (four or more steps) for familiar processes or procedures. (s) (m) 3. Restate the gist of oral discourse on personal, social, or grade-level academic topics when working in pairs, small groups, or whole-class discussions, although repetition, rephrasing, and contextual support is required. (s) (m) (ss) 4. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p><i>Progression to: LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</i></p> <p>(no correlation)</p>

<p>ELL IV</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Identify the purpose, main ideas, supporting details, and key words and expressions of read-aloud stories and content area presentations, with repetitions, rephrasing, and clarifications. (s) (m) (ss) 2. Integrate a few pieces of oral information to complete a task on familiar processes or procedures. (s) (m) 3. Paraphrase main ideas and most important details in oral discourse on personal, social, or grade-level academic topics when working in pairs, small groups, or whole-class discussions, although some repetition, rephrasing, and contextual support is required. (s) (m) (ss) 4. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>(no correlation)</p> <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p><i>Progression to: LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</i></p> <p>(no correlation)</p>
	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Distinguish fact from opinion from read-aloud stories and content area presentations, with contextual support, repetitions, rephrasing, and clarifications. (s) (m) (ss) 2. Integrate several detailed pieces of oral information to complete a task on familiar processes or procedures. (s) (m) 3. Summarize main ideas and supporting details in oral discourse on personal, social, or academic topics when working in pairs, small groups, or whole-class discussions, with little repetition or rephrasing required. (s) (m) (ss) 4. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>(no correlation)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>(no correlation)</p>

<p>ELL IV</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Identify the intended effect of persuasive vocabulary in read-aloud stories and content area presentations, with some repetitions, rephrasing, and clarification. (s) (ss) 2. Follow an extended set of multiple-step instructions on tasks for familiar processes or procedures. (s) (m) 3. Respond to requests for facts and explain some inferred meanings of a range of descriptive and narrative oral discourse on personal, social, and academic topics when working in pairs, small groups, or during whole-class discussions. (s) (m) (ss) 4. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>(no correlation)</p>
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<p>ELL IV</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Identify the facts and details that support the author's argument regarding a particular idea in read-aloud stories and content area presentations. (s) (m) (ss) 2. Follow an extended set of multiple-step instructions on tasks for less familiar processes or procedures. (s) (m) 3. Respond to requests for facts and evaluate opinions, attitudes, and point of view of speakers in a range of persuasive and expressive personal, social, and academic topics when working in pairs, small groups, or during whole-class discussions. (s) (m) (ss) 4. Comprehend all content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze and critique a speaker's information and point of view.</p> <p>Standard 3: Listening and Speaking Foundations (Grades 1-3)</p> <p>LS-F2. Give and follow multiple-step directions.</p> <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>(no correlation)</p>
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ELL V

Performance Conditions: English learners at this stage of proficiency understand most standard speech. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics, including unfamiliar and technical ones. Listening communications come in the form of lectures, debates, discussions, and critiques. Students are able to comprehend nuanced meaning represented by speech variations in stress, intonation, pace, and rhythm. They engage in most communications with minimal errors. Students have a high degree of fluency and accuracy when speaking on topics that are abstract and not personal. Although students may make errors with some language forms, the errors do not interfere with meaning.

Delivery of Oral Communications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will express orally his or her own thinking and ideas.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Participate in extended social conversations held in pairs or in small groups in which he or she responds to a range of personal questions; gives invitations and apologies; asks for and gives advice, permission, suggestions, and reminders; and describes common events and routines, using accurate, natural, and varied vocabulary and sentence structures. (s) (ss) 2. Ask and respond to instructional questions on the content presented (e.g., <i>How do the events of this story relate to your experiences?</i>) using an extended explanation. (s) (m) (ss) 3. Contribute to classroom and academic discussions by giving suggestions; describing events; expressing intentions, possibilities, and probabilities; posing hypotheticals; and using another means of expression (e.g., synonyms, circumlocution), using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p>

<p>ELL V</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Beginning cont.</p> <ol style="list-style-type: none"> Express sympathy, empathy, and gratitude in socially and culturally appropriate ways through verbal and nonverbal means. (ss) Prepare and deliver a short oral report in a content area that effectively conveys the information through verbal and nonverbal communication in connected discourse, using accurate and varied vocabulary. (s) (m) Briefly interview another student about his or her experiences, interests, and preferences, and take appropriate notes. (ss) Explain scientific or historical conclusions. (s) (ss) 	<p>(no correlation)</p> <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience. LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p> <p>Standard 3: Listening and Speaking Proficiency (Grades 9-12)</p> <p><i>Progression to: LS-P4</i> Conduct an interview, taking appropriate notes and summarizing the information learned.</p> <p>(no correlation)</p>
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<p>ELL V</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Open, develop, and close extended social conversations held in pairs or in groups in which he or she asks and responds to a range of personal questions, expresses feelings (e.g., sympathy, empathy, gratitude, certainty, doubt), and reports to and informs others about various situations and events, using accurate, purposeful, and varied vocabulary and sentence structures. (s) (ss) 2. Initiate questions in order to analyze and compare information for decision-making. (s) (m) (ss) 3. Contribute to classroom and academic discussions by making predictions, summarizing or reporting on situations, and drawing inferences, using accurate natural and varied vocabulary and sentence structures. (s) (m) (ss) 4. Respond to and express humor in socially and culturally appropriate ways through verbal and nonverbal means. 5. Prepare and deliver oral reports using a logical organization and explicit connectors (e.g., <i>first</i>, <i>next</i>, <i>finally</i>) when making presentations in a content area (e.g., explaining scientific or historical conclusions), using purposeful and varied vocabulary. (s) (ss) 6. Interview another student about his or her experiences, interests, and preferences, and take appropriate notes. (ss) 7. Use logic and reasoning in mathematical, scientific, or historical contexts such as making and testing the validity of conjectures. (s) (ss) (m) 8. Explain, argue, or defend scientific or historical conclusions, theories, and ideas. (s) (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>(no correlation)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience. LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p> <p>Standard 3: Listening and Speaking Proficiency (Grades 9-12) Progression to: LS-P4 <i>Conduct an interview, taking appropriate notes and summarizing the information learned.</i></p> <p>(no correlation)</p> <p>Progression to: LS-P5. <i>Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies.</i></p>
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<p>ELL V</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Open, develop, and close extended social conversations in which he or she asks and responds to a range of personal questions, expresses a range of feelings, reports to and informs others about various situations and problems, and summarizes events, using accurate, precise, and varied vocabulary and sentence structures. (s) (ss) 2. Respond to questions to clarify and confirm the accuracy of information needed for decision-making. (s) (m) (ss) 3. Initiate and sustain classroom and academic discussions by making predictions, summarizing or reporting on situations, and drawing inferences, using a variety of strategies to keep the discussion on track and on topic. (s) (m) (ss) 4. Respond to and use appropriate register for business and personal transactions and use idiomatic speech appropriately. (ss) 5. Prepare and deliver oral reports in a content area (e.g., defending scientific or historical theories and ideas) that express main ideas and provide detailed descriptions and explanations, using accurate, natural, and varied vocabulary. (s) (ss) 6. Interview another student or adult about his or her experiences, interests, and preferences, and summarize the responses. (ss) 	<p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>(no correlation)</p> <p>LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience. LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.</p> <p>Standard 3: Listening and Speaking Proficiency (Grades 9-12)</p> <p>LS-P4 Conduct an interview, taking appropriate notes and summarizing the information learned.</p>
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<p>ELL V</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>7. Use logic and reasoning in mathematical, scientific, or historical contexts such as making deductive arguments, using mathematical or scientific truths established in class. (s) (m) (ss)</p> <p>8. Establish the boundaries and conditions of an issue. (s) (ss)</p>	<p>(no correlation)</p> <p>Standard 3: Listening and Speaking Proficiency (Grades 9-12)</p> <p>Progression to: LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies.</p>
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<p>ELL V</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Communicate effectively and confidently in most practical, social, and academic settings, including mediating conflicts, and obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions, using sustained and connected discourse. (s) (m) (ss) 2. Ask questions and respond to some complex, open-ended questions about newly-learned information. (s) (m) (ss) 3. Initiate and sustain classroom and academic discussions by asking and responding to feedback, supporting and refuting opinions, and persuading others, using a variety of strategies to keep the discussion on track and on topic. (s) (m) (ss) 4. Interpret humor in a political cartoon, situation comedy, or a joke. (ss) 5. Prepare and deliver a speech analyzing a point of view or supporting/refuting an opinion that is organized, suited to the audience, and employs resource materials to clarify and defend positions, using accurate, natural, and varied vocabulary. (s) (ss) 6. Interview another student or adult about his or her experiences, interests, and preferences, and evaluate the responses. (ss) 7. Use logic and reasoning in mathematical, scientific, or historical contexts such as reasoning inductively from patterns and specific cases. (s) (m) (ss) 8. Support components of an issue with the use of precise and relevant evidence. (s) (ss) 	<p>Standard 3: Listening and Speaking Proficiency (Grades 9-12)</p> <p>LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned.</p> <p>LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned.</p> <p>LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies.</p> <p>(no correlation)</p> <p>LS-P1. Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.</p> <p>LS-P2. Deliver an impromptu speech that is organized, addresses a particular subject, and is tailored to the audience.</p> <p>LS-P3. Deliver oral interpretations of literary or original works.</p> <p>LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned.</p> <p>(no correlation)</p> <p>LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies.</p>
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<p>ELL V</p> <p>Delivery of Oral Communications</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Communicate with elaboration in practical, social, and academic settings, including mediating conflicts, and obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions, using sustained and connected discourse. (s) (m) (ss) 2. Initiate complex questions about new information and summarize newly-learned information. (s) (m) (ss) 3. Initiate and sustain classroom and academic discussions by asking and answering questions, giving and responding to feedback, supporting and refuting opinions, and analyzing points of view, using a variety of strategies to keep the discussion on track and on topic. (s) (m) (ss) 4. Recognize and interpret irony, sarcasm, and humor in a variety of interactions. (ss) 5. Prepare and deliver a speech defending a point of view or presenting a specific proposal that is organized, suited to the audience, and employs resource materials to clarify and defend positions, using accurate, natural, and extensive vocabulary. (s) (ss) 6. Interview another student or adult about his or her experiences, interests, preferences, and opinions, and evaluate the responses both as interviewer and interviewee. (ss) 7. Use logic and reasoning in mathematical contexts such as developing and evaluating informal proof by contradiction, and understanding and producing mathematical proofs (logically rigorous deductions of conclusions from hypotheses). (m) 8. Systematically discredit or delete components of an issue with the use of precise and relevant evidence. (s) (ss) 	<p>Standard 3: Listening and Speaking Proficiency (Grades 9-12)</p> <p>LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned.</p> <p>LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned.</p> <p>LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies.</p> <p>(no correlation)</p> <p>LS-P1. Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.</p> <p>LS-P2. Deliver an impromptu speech that is organized, addresses a particular subject, and is tailored to the audience.</p> <p>LS-P3. Deliver oral interpretations of literary or original works</p> <p>LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned.</p> <p>(no correlation)</p> <p>LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies.</p>
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Standard English Conventions	ELL Proficiency Standard	Arizona Academic Standard
Standard: <i>The student will identify and apply conventions of standard English in his or her communications.</i>	Beginning 1. Use various verb tenses, with few errors, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past. 2. Use nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences, with some errors. 3. Use subject-verb agreement in simple and compound sentences, with few errors.	(no correlation) (no correlation) (no correlation)
	Early Intermediate 1. Use various verb tenses, with some errors, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs. 2. Use nouns, action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences, with some errors. 3. Use subject-verb agreement in compound sentences and employ correct word order in sentences, with few errors.	(no correlation) (no correlation) (no correlation)
	Intermediate 1. Use various verb tenses, with few errors, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs.	(no correlation)

<p>ELL V</p> <p>Standard English Conventions</p> <p>(continued)</p>	<p>Intermediate cont.</p> <p>2. Use nouns, action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences, with few errors.</p> <p>3. Use subject-verb agreement in compound and complex sentences and employ correct word order, with few errors.</p>	<p>(no correlation)</p> <p>(no correlation)</p>
	<p>Early Advanced</p> <p>1. Use various verb tenses, with some errors, including past perfect progressive, past unreal conditionals, and modals in past tense.</p> <p>2. Speak using subject-verb agreement, pronoun-antecedent agreement (personal, relative, indefinite), and modifier placement, with few errors.</p> <p>3. Use transitional devices, varied sentence structures with phrases and clauses, and the active voice, with some errors.</p>	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Advanced</p> <p>1. Use various verb tenses, with few errors, including past perfect progressive, past unreal conditionals, and modals in past tense.</p> <p>2. Speak using subject-verb agreement, pronoun-antecedent agreement (personal, relative, indefinite, demonstrative interrogative, reflexive forms), modifier placement, and parallel structure, with few errors.</p> <p>3. Use transitional devices, varied sentence structures with phrases and clauses, and the active voice, with few errors.</p>	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>

Comprehension of Oral Communications	ELL Proficiency Standard	Arizona Academic Standard
<p><u>Standard:</u></p> <p><i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i></p>	<p>Beginning</p> <ol style="list-style-type: none"> 1. Paraphrase main ideas and supporting details of a range of general interest conversations and academic presentations on familiar topics delivered at a normal rate of speech, with some repetition or rephrasing required. (s) (ss) 2. Identify something about the emotional state of the speaker from the tone and intonation of the discourse. (s) (ss) 3. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>(no correlation)</p> <p>(no correlation)</p> <p>(no correlation)</p>
	<p>Early Intermediate</p> <ol style="list-style-type: none"> 1. Summarize main ideas and supporting details of a range of general interest conversations and academic presentations on familiar and unfamiliar topics delivered at a normal rate of speech. (s) (ss) 2. Identify the emotional tone and register of oral discourse. (s) (ss) 3. Identify the component parts of a presentation (e.g., introduction, topic development, topic shift, and conclusion). 4. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Proficiency (Grades 9-12)</p> <p>Progression to: LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies.</p> <p>Progression to: LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>Progression to: LS-E4. Predict, clarify, analyze, and critique a speaker's information and point of view.</p> <p>(no correlation)</p>

<p>ELL V</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Intermediate</p> <ol style="list-style-type: none"> 1. Draw valid conclusions about a range of general interest conversations and academic presentations on familiar and unfamiliar topics, live or recorded, delivered at a normal rate of speech. (s) (ss) 2. Interpret some “unspoken” attitudinal nuances, emotional tones, and register of oral discourse. (s) (ss) 3. Evaluate the appropriateness of presentations with a variety of audiences such as formal, consultative, casual, and intimate. (s) (ss) 4. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Proficiency (Grades 9-12)</p> <p><i>Progression to: LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies.</i></p> <p>Standard 3: Listening and Speaking Essentials (Grades 4-8)</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker’s information and point of view.</p> <p>LS-E4. Predict, clarify, analyze, and critique a speaker’s information and point of view.</p> <p>(no correlation)</p>
	<p>Early Advanced</p> <ol style="list-style-type: none"> 1. Compare and contrast central ideas and concepts from multiple general interest conversations and academic presentations on familiar and unfamiliar topics, in a broad variety of contexts, live or recorded, delivered at a normal rate of speech. (s) (ss) 2. Interpret the “unspoken” attitudinal nuances, emotional tones, and register of oral discourse, and infer speaker’s bias. (s) (ss) 3. Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in formal and informal presentations. (s) (ss) 4. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Proficiency (Grades 9-12)</p> <p>LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies.</p> <p>LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned.</p> <p>LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies.</p> <p>(no correlation)</p>

<p>ELL V</p> <p>Comprehension of Oral Communications</p> <p>(continued)</p>	<p>Advanced</p> <ol style="list-style-type: none"> 1. Evaluate the logic in a range of extended general interest conversations and academic presentations on familiar and unfamiliar topics, in a broad variety of contexts, live or recorded, delivered at a normal or fast rate of speech. (s) (ss) 2. Interpret the situation, relationship, attitudes, and mood of participants in oral discourse or an interview; take appropriate notes; and summarize the information learned. (s) (ss) 3. Evaluate the overall effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies. (s) (ss) 4. Comprehend content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss) 	<p>Standard 3: Listening and Speaking Proficiency (Grades 9-12)</p> <p>LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies.</p> <p>LS-P4. Conduct an interview, taking appropriate notes and summarizing the information learned.</p> <p>LS-P5. Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons, and analogies.</p> <p>(no correlation)</p>
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